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Recreation

The Playground

The World at Play

Real Play Store, Portland, Oregon, Conducted by the Children under Teacher's Supervision — A New Way to Teach Arithmetic

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The Playground

Published monthly at Cooperstown, New York

FOR THE

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

1 Madison Avenue, New York City

MEMBERSHIP

Any person contributing five dollars or more shall be a member of the Association for the ensuing year

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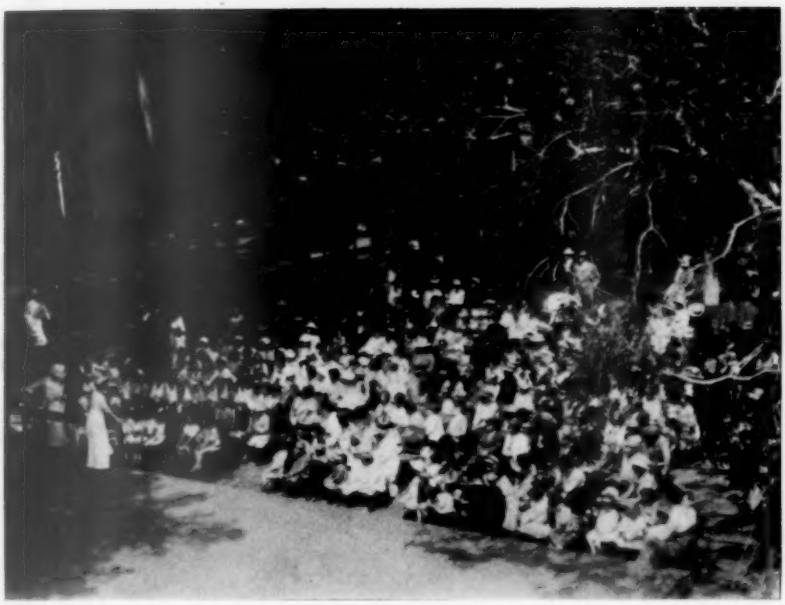

Play School University of California

SOCIAL ACTIVITIES—THE STORY HOUR

Play School University of California

ENVIRONMENTAL AND NATURE ACTIVITIES

Play School University of California

RHYTHMIC AND MUSICAL ACTIVITIES

Play School, University of California

BIG MUSCLE ACTIVITIES

Resting and Camping Spots.—Cyrus Kehr before the American Civic Association, in Washington, advocated public reservations for camping or rest:

"As further adjuncts to these highways there must be places for resting and camping—places in which tourists may procure water and rest for a half hour or an hour or camp for a night or longer. The ordinary highway affords no such places. Usually the traveler may now stop and rest or camp only by encroaching or trespassing upon private lands. There are already regions where few such private places can be found, and owners will gradually exclude the public from their lands. Before lands become more valuable and before places suited to this purpose are denuded of trees and otherwise spoiled for this purpose, such places should, so far as possible, be acquired for the public. These places should be for the use of those who travel for pleasure or business and for those who haul farm products, merchandise, or other freight.

"In some instances these rest or camp places may be added at one side or the other of the 100-foot right-of-way, and in other instances they may be put into the middle of the right-of-way, the roadside being divided and extended along both sides of the rest or camp place and the right-of-way being correspondingly widened. Recently in the city of Ashland, Oregon, in a public park, camp lots were marked by suitable boundaries and the free use of these, including water and lights, granted to automobile tourists bringing their own tents."

Know the National Parks.—Booklets of lovely views and poetic descriptions issued by the Department of the Interior form part of a new effort to promote interest and knowledge and use of the National Parks. Fourteen parks, with a total area of 7,290 square miles belong to the people of the United States.

Enlarging the Value of National Parks.—Perfect quiet, or only primitive and natural sounds; distant landscapes; accessible mountains; natural phenomena—these four essentials of recreation for the modern city-dweller can now be well provided in the national parks and, before long, in the national parks only. Recounting the values of such recreation, Joseph Grinnell and Tracy I. Storer, in an article in *Science*, reprinted, urge the need for more thought-

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ful preservation of wild life in the parks, including letting the parks alone—with trees, both dead and alive, underbrush and marshes left so animals may retain their natural habitat, for the benefit of the traveller and for research in natural history. The authors urge that a trained resident naturalist be placed in each national park, to supervise the protection of animal life and to awaken and satisfy curiosity regarding this wild life.

Prize for City Park Plans.—Missoula, Montana, is offering a prize of one hundred dollars for the best plan for a city park plot recently donated to the city.

Where Is the Sedate Adult?—An exchange, commenting on a plan for a "model park" to include tennis, baseball, race tracks, wonders what the sedate adult is to get out of it. In a really modern town everybody gets out and plays, no one has "spectatoritis," and the "sedate adult" is not!

Use the Vacant Lots.—One property owner in Brooklyn is tired of having property values spoiled by vacant lots adjacent or across the street being turned into refuse heaps. He is Eugene R. Hudders. Mr. Hudders has started a campaign for legislation to cover the matter. He suggests that it should be made a misdemeanor to dump rubbish on vacant lots; that such lots should be enclosed by iron or wire fences rather than the usual high board fence with its unsightly billboards and its temptation to use the ground as a dump. Finally, Mr. Hudders wishes to give the city the right to take over such lots, using them for playgrounds until the owners can sell or improve them.

Joseph Lee comments upon Mr. Hudders' scheme as follows:

"I think Mr. Hudders' proposition about lots is a mighty good one. I don't see why people should be allowed to make their empty lots a nuisance to their neighbors, and the law will soon recognize that the sense of sight has some rights in the court as well as the sense of smell or that of sound.

"On the positive side also, that of permitting the city to make the lots into playgrounds, I think the idea a good one, though I doubt the likelihood of permitting the city to *forcibly* take possession of land for that purpose without compensation and without the consent of the owner. As a matter of fact I believe that if the city had the money to clear up the lot and to put in a supervisor,

an attendant of whatever kind the particular playground required, most owners would be glad to have it done; and the use of compulsion would be unnecessary.

"This whole matter of the utilization of spare lots has become a very interesting one. I know that people feel as I used to feel myself, that a vacant lot was a temporary piece of luck and there was no particular interest in developing it as a playground. But there is a fallacy in that idea. The vacant lot will always be frequent in residential districts, and although the old ones may be built over, that will largely happen when a section has ceased to be residential, which is exactly the time when you can dispense with playgrounds. In other words, although the particular vacant lot may pass, the vacant lot as an institution may keep on in a new incarnation, as a city, however much it grows, will always have an edge somewhere, and it is largely on the edge that the people live.

"I believe that with the proper development of vacant lots we could get about half our playgrounds and three-quarters of our playground space for nothing, so far as the cost of purchase is concerned."

Exposition "Zone" Becomes a Permanent Playground.—Lobos Square, a field of eight or nine acres which was covered with buildings as part of the "zone" of the Panama-Pacific, will be turned over to the Playground Commission after it is replanted. The Japanese Pavilion, which was presented to the City of San Francisco after the Exposition by the Japanese Government, will be moved to Lobos Square to serve as a field house. Lobos Square was previously a park without leadership, used largely as a baseball field. It was turned over to the Exposition with the understanding that it should be returned to the city in the same condition as when granted.

"Cash for Old Newspapers."—School children of Washington, D. C., have saved over one hundred fifty tons of old newspapers, for which more than $2,000.00 was received. The money will be devoted to playgrounds.

Children of the Neighborhood Are Welcome to the Use of This Playground.—Thus an M. E. Sunday School in San Francisco announced at the gate its invitation to use a building lot on a busy corner which the church was not ready to build upon.

Recreation in Religious Education.—An enlargement of

the department of religious education in Boston University School of Theology provides for a demonstration center at Malden, Massachusetts, where through the cooperation of thirteen churches a city training school for religious workers has been established. The Boston courses include principles of recreational leadership, given by Professor Norman E. Richardson; the boy scout movement in principle and practice by Ormond E. Loomis, and practice work in the various aspects of scout craft, by James A. Wilder. A course on musical pageants and festivals for church and community is given by Professor H. Augustine Smith.

"A special foundation of $10,000 created in memory of Arthur Howe Pingree, ... a Christian minister of broad community interests . . . . . a zealous scout master" provides for a course of lectures on the theory and practice of boy scout leadership, both classroom and field work. General lectures on play are given by Joseph Lee, George Ellsworth Johnson, Ernst Hermann.

Play as a Substitute for the Saloon.—A correspondent declares that unless "something is done to replace the social features of the saloon, we can be quite certain that it will come back." Perhaps the answer is found in a great "poor man's club" in Portland, Oregon. Before Oregon "went dry," Mr. Fritz ran one of the largest saloons in the West. Afterwards it became "Fritz' Great Workingmen's Resort," in which the proprietor takes great pride. There are baths, lunch counters, a restaurant, employment office, soft drink bar, a lodging house and free reading rooms and motion pictures are exhibited without charge.

In Memphis, Tennessee, the neighborhood centers, established just at the time that prohibition was becoming effective in that city, have proved wholesome substitutes for the saloon. In the cities and rural districts of Georgia, Michigan and Virginia, the field secretaries of the Association are helping to supply similar substitutes.

In the U. S. A. in 1917.—A correspondent writes:

"If any one had told me that such conditions exist in schoolhouses in this day as I saw this morning, I should have doubted the truth of the statement. But I have seen with my own eyes!

"I arrived at one school at recess time, and because of the deep snow the children were in the basement playrooms. There were two—one for boys and one for girls. They were each about

seventy feet long and possibly thirty or thirty-five feet wide. The girls' room contained the furnace and a huge coal bin that was filled with slack. The ceiling in the boys' room was possibly nine feet high, but in the girls' I could touch it in most places without effort.

"It was so dark that even with my good eyes I could not see the faces of children half way down the room. Light is supposed to come through four or five small basement windows, you know the kind—half sashes set in horizontally. But ventilation is had *only* through the toilets and an outside basement door. The windows are nailed shut by order of the chief janitor.

"I half tumbled down some rickety stairs and found a howling, seething mass of boys of all ages and all grades tearing around like maniacs, not playing. The air was so full of dust from coal and the concrete floor that I choked. It was a perfect inferno. The girls weren't doing much except standing about, talking and laughing at the top of their lungs.

"Immediately after recess I saw some 'physical training' that I was told is required, although there is no director. It was awfully bad work, yet it seemed to pass.

"I suggested games in the school rooms instead of in that awful basement to the principal and I don't think he had the faintest idea what I meant for he seemed horrified."

Is there need for the promotion of play?

From a Letter from Thomas Curley.—"A good many play leaders and directors are not 'playing the game.' To illustrate, in a certain town in Massachusetts last season I went on a playground and found the two directors in one corner of it alone playing volley ball; at the other end of the ground, two or three hundred feet away, were 125 to 150 children and apparatus. Again, in another playground in that same town, on the same day, the director wanted to show me her work in folk dancing. She had the children give three; in one group she had six children; in another eight; in another ten; on the ground were about 175 children. You see what a tale both these incidents tell of officials without playground imagination."

The Jacob A. Riis Neighborhood Settlement, 48 and 58 Henry St., New York, October 24th, 1916. My dear Mr. Braucher, It was very thoughtful of you to write me of the anniversary meeting and I like to

know that the Association of which my husband was so very fond remembers him with affection. Nothing that he tried to do was more thrilling to him than the effort to give little children a chance for the right kind of play, and he rejoiced in the able work done by the Playground Association.

Yes, he was buoyant, and he gave of himself freely. For a long time I was resentful of the drains made on his radiant vitality by the public, but he was so glad to give always.

Thank you for your letter.

Very sincerely yours,

(Signed) Mary Riis

Community House.—Reverend Arthur A. McKay writes of the community house of Oceanic, New Jersey:

"The work developed here, under the leadership of the Pastor of the Presbyterian Church—who happens to be myself. This is a small place surrounded by the homes of many of the wealthy people of New York City and I have succeeded in securing their cooperation in the work I am doing. Though we have no organized recreation societies, we have a parish house which we recently built from an old church, remodelled it—added to it at an expense of forty-three hundred dollars, raised by public subscription. The building is open to all denominations, controlled by a board of directors made up of prominent men of the place."

Community Service.—The Community Service School for Sampson County, North Carolina, held at Laurel Hill for four days, discussed "Holiday recreation for whole families," "Making the most of the community fairs," "Plays and games with educational factors of the community," "Neighborhood socials for old and young," "Revival of some old-time entertainments."

There were also discussions of education, of fair progress, cooperative marketing, of health and the home and the family.

Neighborhood Center Work in Snoqualmie, Washington.—H. L. Rowley, Principal of Schools, has been able to develop rather remarkable community feeling in Snoqualmie. Living in a "school cottage," the principal and his wife have been able to gather the teachers into friendly and helpful social gatherings, to look after the playground and school gardens adjoining. Community dinners, given each month, with a banquet at the end of the school year, have drawn the people together. Public athletic games and school entertainments have enticed forth even the most in-

veterate stay-at-homes. Nearly three hundred attended the community Christmas tree—the one public Christmas celebration, which all united to promote.

A beautiful bungalow playshed, built at a cost of $1500, is one of the years' achievements. The building is fifty by seventy-two feet, lighted by electricity, heated, and the canvas curtains at the sides may be rolled up so as to make an open-air play court. Four hand ball courts at the ends and a surface satisfactory for tennis, basket ball or gymnasium games assure the usefulness of the building for games, as well as for fairs and exhibits.

Successful Summer in Ponca City, Oklahoma.—Beginning with an enrollment of 130, an increase was made to 180 by the close of the summer. The proprietors of the swimming pool gave its use free to the boys for an hour each afternoon. The boy scouts spent a week at Ranch 101, the guests of Mr. Joe Miller.

Answer Requested.—One superintendent of schools worked for recreation by sending out over the village the following letter: "A COMMUNITY RECREATION CENTER is a tract of land or building developed, equipped, and under trained leadership, to furnish opportunities for the people to engage in wholesome games, sports and exercise.

"Such centers have been established in many communities throughout the land and the movement is making rapid progress.

".....greatly needs such a center for its young people especially, provided with a gymnasium, baseball diamonds, lawn tennis courts, running track, apparatus for outdoor sports and games.

"The.....School grounds might be admirably developed for such a purpose. If this does not seem advisable some other tract of land can be secured.

"If the churches, public school officials, grange, business men's association, village improvement society, Y. M. C. A. and other organizations, and also individuals will cooperate such a center can be easily provided.

"What do YOU think about it?"

. . . . . .

Superintendent of Schools

Volunteers Help.—Many volunteers are doing much to spread the play movement in this country. Mr. Sidney A. Teller, Resident Director at the Irene Kaufmann Settlement, Pittsburgh, delivered during 1916 some ninety-eight lectures, most of them on the recreation move-

ment. His audiences totaled over fourteen thousand people. It is possible for much to be accomplished in this work because of the large number of volunteers who are so generous in giving their services.

Let the People Sing.—The Civic Music Association of Chicago, reports, after three years' effort to stimulate musical expression throughout the city, especially in community singing, the following achievements:

549 Children's classes in small parks and schools
28 Children's classes at the Municipal Pier
69 Dalcroze lessons for children
18 Violin class lessons
307 Choral rehearsals in small parks and schools
9 Community "Sings" at the Municipal Pier
25 Programs by local talent
2 Spring festivals by civic music clubs
1 Children's Christmas carol program in the Venetian Court of the Fine Arts Building
147 Artist programs in small parks and schools
20 Popular concerts by the Chicago Symphony Orchestra
1 Community concert at the Lane Technical High School
3 Community concerts at the Municipal Pier

Music for Little Money.—Pasadena, California, gave a series of concerts at motion picture prices. How often has the music-lover with an hour or so free longed for good music which one might "drop into" as into the moving picture houses!

Little Theatre in Detroit.—The Little Theatre of the Society of Arts and Crafts in Detroit has been completed and will be used for amateur productions.

Children's Theatre, Berkeley, Cal.—The Children's Theatre recently established has been so successful that it is expected that it will become a permanent institution. The first performance was fairy scenes from *A Midsummer Night's Dream.* It is planned that for the present the children will give only Shakespeare. In an effort to eliminate the individual and to emphasize the group, the names of the children taking the various parts are not printed and there are no flowers given to the performers.

Making Music Democratic.—Milwaukee, Wisconsin, during the last of October conducted "Music Boosters' Week." The object of this movement was to make music more democratic. Lectures by prominent musical authorities, a luncheon, and other features were used for publicity purposes. At the close

of the week a musicians' club was formed.

Play and Art.—J. H. Stine, Norwood, Massachusetts believes that the playground has a vital function in the artistic development of America:

"I am tremendously interested in seeing the public recreation movement make use of every phase of play life that may contain *spirit* and make for the development of the imaginative powers and resource and initiative. It seems to me that all playground work ought to be tied up closer to all forms of *art expression* in the several communities. It is great to build strong, healthy, sturdy bodies through active games and plays, but we should not be content with that alone. Health should be only the starting point of a play program rich in the fundamentals which constitute culture, power, vision. Correlate our playgrounds with the art interests of the cities: the musical organizations, the men and women of letters, the painters, the poets,—and I believe we shall soon rise high above the plane where a handful of politicians may sway the destinies of this great work.

"The children in the cities may never be 'rich in lore of fields and brooks'—but don't you pity the youngsters of tender age who are plunged into the intricacies of track athletics and baseball at seven and eight years of age? Through the festival and pageant and drama we can provide in a measure, artificially, for that exercise of the imagination which was as free as air when I was a boy—when I took out sail boats at the age of ten, all alone, and played at being a pirate captain with a bold and saucy crew, one minute standing on the deck and crying orders to my imaginative crew, the next jumping to the tiller and sheet and executing them."

Moving Pictures in a Public Library.—The Public Library at Youngstown, Ohio, recipient of a moving picture machine, plans to show films on Saturday afternoons to the children and Saturday evenings to the adults of the town. Pictures already secured include *David Copperfield, Alice in Wonderland, Ramona, Treasure Island, Les Miserables,* and some of Shakespeare's plays.

"Class Legislation."—The New York State law prohibiting the admission of children under sixteen years to moving pictures, unless accompanied by parents or guardian, has recently been before the Court of Appeals. The case was based upon the complaint of a pro-

prietor of a New York City moving picture theatre who appealed from the Lower Court's conviction, who contended that the law was "class legislation" in as much as it permitted children unaccompanied to attend performances conducted for the benefit of religious and educational institutions. The Court of Appeals confirmed the judgment of the Lower Court.

Municipal Golf in Sacramento.—Golf is being added to the sports that have been municipalized by Sacramento, Cal. An eighteen hole links was opened for public use on August fifteenth. The course is in Del Paso Park, a wildwood park of nearly 1,000 acres acquired a few years ago by the City of Sacramento when the Rancho Del Paso, one of the last remaining Mexican grants, was subdivided. The municipal links are within a short distance of the course of the Sacramento Country Club. Both courses are in a part of the primitive forest of scattered weeping oaks that once covered the entire Sacramento Valley floor.

Golf for Children.—Ward Brennan, Director of Pratt Playground, Brooklyn, has laid out a three-hole golf course for boys and girls. The holes are forty-two yards apart. For bunkers, boards twelve feet long by six inches wide are used. The boys make three rounds of the course, playing nine holes. One boy made an average of thirty for a week. Over sixty boys entered a playground championship contest.

Roller-skating on the Street for Adults.—A correspondent appeals for suggestions for popularizing this sport, confessing that she never enjoyed any other one so much—but she couldn't be the only adult doing it! Her opportunity to enjoy it came in Coldwater, Kansas, where high school boys and girls started it and those of maturer age joined in. "It is cheap, in the open air; it is possible everywhere in towns; ill manners are almost impossible; no one can skate and talk scandal at one and the same time!" How can it be done?

"Sand-craft" on Philadelphia Playgrounds.—Supervisor J. Leonard Mason has worked out a combination of sand and clay, with which permanent modelling is possible. A Grecian amphitheatre, a modern home were among the exhibits of "sand-craft."

Playground Apparatus as Shop Projects.—The boys of the upper grammar grades in Wilmette, Illinois, made a set of six swings, a teeter-totter, and turning bars for use on the

playground. Lessons in public spirit and community property were learned as they could not have been learned through individual projects.

Boys' and Girls' Exposition.—Competition in exhibits, in judging exhibits and in demonstrations made up the junior activities in the Agricultural and and Industrial Exposition of the Eastern States held in Springfield, Massachusetts. The exhibits were handiwork, cookery, canned goods and products of field and garden.

In the judging contests, teams from different states or counties passed judgment upon all exhibits, entering the judgment upon a score card, which was submitted to an expert to be compared with his own judgment.

Boys and girls individually or in teams showed how to prepare, sterilize, and can fruit; how to plan, cut, and sew a garment; how to bake bread; how to butcher; how to obtain and care for the various milk products; how to kill and dress poultry; how to plan and build various wooden structures; telling about the demonstration while it was being made.

Boys and girls took part, too, in races, and in jumping, throwing and lifting contests.

The Seattle Junior Exposition for October, 1916, was announced at the beginning of the summer vacation, thus giving incentive to vacation activities. The Exposition included "anything a boy or girl can make or do outside of school hours." Demonstrations of dramatic play, swimming, Camp Fire Girl activities, exhibits of pets were awarded prizes as well as countless departments of constructive activity such as work with wood, crayon, pencil, ways of saving, domestic science, photography, agriculture, collections, poems, plays, stories, music, records of hikes, shown by pictures, maps, equipment.

Plan of Directed Activities.—To promote *leadership* on the part of play leaders, E. B. DeGroot has instituted a plan of directed activities on San Francisco playgrounds. Team games, folk dancing, active games and singing games, apparatus play for girls, with track and field sports instead of folk dancing for the boys, are scheduled, one for each day. Two days are left free for the directors' hobbies.

The prescribed team games are baseball, playground ball, basket ball, volley ball, soccer football, field hockey. The track and field sports are broad and high jumps, shot put, pole

vault and matters of form. In the other lists may be found *three deep, black and white, leap frog relay, prisoners' base*; *Did you ever see a lassie, looby loo, muffin man*; and representative folk dances from various nations.

Atlanta Training Courses.—One hundred nineteen students took the Atlanta, Georgia training course for recreation workers under the supervision of Mrs. Florence M. Tibbets. The course lasts ten weeks and is free to all applicants. A diploma indicating that the students have passed the playground examination is presented by the Department of Parks.

Dallas, Texas, carries on a playground course given by Myron A. Kesner in connection with the Free Kindergarten Association courses.

Non-professional Course of Study.—Elbert M. Vail, superintendent of Recreation, Fort Worth, Texas, has published, at the request of the Recreation Committee and members of the Parents-Teachers' Clubs, an outline of fundamental points in recreation, designed for fathers, mothers, teachers and others desiring general knowledge of the movement.

Building for Health.—The Open Stairway Dwelling Company recently laid the cornerstone of its third apartment, built to prove that tenements may promote health and yet pay. At a rental of about thirty dollars a month, from two to four rooms with bath may be secured. All building is on the unit plan about a court thirty by forty feet. Open stairways lead to each apartment so no halls are necessary. The company has offered part of the most recently acquired land to the city for park or playground purposes at the price the company paid. The Commissioner of Health of New York City agrees with the company that its apartments are the most healthful which can be erected in accordance with the building code of New York State.

Finds Filipinos Eager for Play.—"The playground movement here is on a sound footing. At present there are eleven public playfields and sixteen tennis courts. More area is being acquired for this purpose. The playgrounds are part of the school system. I have now been here two months, coming from Seattle, and never during my playground experience have I had the pleasure of witnessing such whole-hearted enthusiasm and desire for play as the Filipinos display. They will turn out by the hundreds to witness a little indoor baseball game

between school teams and will root and yell their heads off. They are as keen about social activities and dramatics. At present there are eight instructors employed full time. A public golf course is in the course of construction. The public schools and the Y. M. C. A. have accomplished wonders in developing athletics throughout the Islands and in promoting the play movement."

.....Extract from letter from Superintendent of Schools Fred O. England, City of Manila....

THE STORY OF ROSE COTTAGE

Ginevra Harrison Potts, Wyebrooke, Chester County, Pennsylvania

When I came to the country to live, I was struck with the fact that the children seemed to have no real good times together, save during the school months, and at picnics and occasional gatherings. I love children and I wanted to help. I thought about it for some time, and finally decided to begin in the school. I was granted permission to have one hour a week of the school time. I gave the boys drawing books and lessons—and the girls sewing materials and lessons, which took courage since I neither draw nor sew particularly well. At the end of the year a small prize was given the best workers—and the work was exhibited. The children were interested and I learned a great deal. But the third year was not so successful because we happened to have a teacher who was not in sympathy with us. So I decided to abandon the school. I asked my husband to let me have a pretty little cottage beside a wonderful spring of pure, cold water—and that cottage with the addition of many porches on which nearly all our work is done—and the boys' room—is still our home today. I said frankly I did not know just what I was going to do—but I was going to do *something*.

Oh! those first days! I had only nine children but they were of both sexes and all sizes. I read fairy stories, which the children enjoyed, they brought me wild flowers, and we together learned all we could about them, in *How to Know Wild Flowers*. We played jackstraws, croquet, and on very hot days, even went paddling in the brook. We cooked—the children bringing each a potato or an egg. Then the girls prepared a dainty table and we all ate wonder-

ful things, made with those potatoes and eggs,—and the butter, milk, bread and so forth, it was my share to bring. We met every Wednesday, during the summer months, from nine a. m. till twelve. Two friends helped me faithfully, and now after seventeen years, one of them is still a regular co-worker, and the other would be if she could.

Like Topsy, "we just grew"—at that time we had no age limit. I sat on the porch floor and built blocks for active little twin babies to knock down, more than once—without the twins, the older sister could not come, and we wanted the older sister. The twins, big boys now, are still with us but we no longer admit a child under three years of age, nor over sixteen.

When we had about fifty children in a year or two, we began to see the necessity of some system. We were able to get a teacher who had taught kindergarten work in Philadelphia, and who was a splendid help. Then we learned to weave paper mats, do a little work with pen knives, make our own jackstraws, began sewing lessons with a ground work, and made scrapbooks of paper muslin, with pictures pasted on the leaves in wonderful designs—and much love,—for the very sick children in hospitals who could not hold the heavier scrap books.

And still we grew, adding more teachers to our staff—always doing better work. We now have ten trained teachers and fifteen volunteer aids,—good friends who work nobly through heat and storm. We begin our course now, with bead stringing, cutting out Teddy Bears, dolls, and soldiers,—pasting, sewing cards, coloring pictures with crayon, or paints, paper weaving. Then boys and girls still together go on to simple raffia work. After that the boys go into the boys' department where they hammer brass, make base-balls, and tie hammocks—on to sloyd work, and so into the big work room where with two manual training teachers they do carpentry work and, considering that we have at most only thirteen mornings a year—they do very good work.

After the girls leave the raffia class, they begin sewing. Two trained teachers and several aids take them through the work from the little square of white muslin on which they make their stitches —to the finished camisole, which ends the work in that department. They make a towel, needle case, Rose Cottage bags, initialed with their initials in white cotton in which ever after they keep their work until it is completed,—and on these things they get almost every stitch,—basting, even and uneven, overcasting, hemming, and

buttonholing. They then go on to embroidery or crocheting, and some of my big girls do beautiful work, most of them, in fact.

We begin at 9 a. m.—at 11:30 work is put in the work cupboards,—and two by two the children march past a given place where they receive a sandwich and a cake—*say "thank you"*—and the day is over.

The work is absolutely free,—what the child makes is his or hers,—but we insist it shall be well done if possible, and it almost always is. We have grown enormously, have now from two hundred to two hundred and seventy-five children. I am sometimes asked if I am satisfied and I always answer, no.—We have to give up cooking,—and we ought to teach cooking, also dressmaking, and millinery. We are extravagant—we cost too much for the time we spend. But it is wonderful how kind the parents are about sparing children and horses in their busy summer time. If we tried to have all the things we want it would mean other days—We can do no more in our one morning could we get the children—I do not know. But I do know that I am so proud of Rose Cottage, that I am just around the corner from being satisfied, after all.

PLAY SCHOOL OF THE UNIVERSITY OF CALIFORNIA*

Clark W. Hetherington, University of Wisconsin, Madison, Wisconsin

The Demonstration Play School of the University of California was a demonstration first, of the organization of an institution and, second, of the activities required for that institution. I shall speak briefly on the first item and Mrs. Hetherington will speak on the more interesting part: the activities.

Imagine, if you will, this demonstration carried on in a large eucalyptus grove with administrative and assembly space in the center, and radiating from this center, spaces for departmental activities, one of which was a playground. Of course the demonstration was out-of-doors, but this is not its essential characteristic as some people think. Every school should be at least a fresh-air school. It is ridiculous to keep children indoors until they become sick; then, put them in an outdoor school to make them well, in

*Address given at Recreation Congress, Grand Rapids, Michigan, October 2-6, 1916

order that they may be put indoors again to be made sick. The fresh-air feature should be a characteristic of every school. So it makes little difference to us whether you think of this school as conducted on a one-acre or ten-acre lot, or in a one-story or ten-story building, provided the essential characteristic in the demonstration is understood.

We should like to have you think of this organization as both a school and a play center including all that the school and the playground mean to child-life and civilization. It is not a playground only; it includes all that a playground means and expands its functions as a play center. It is not a school only; it includes all that we think of as belonging to the school and expands its functions as an educational center.

To bring out the nature of this demonstration, let me call your attention to two fundamental characteristics of child-life: *i. e.* play and infancy.

1. Play is child life. We speak of the child as active, spontaneous. The activity goes on irrespective of our will or desire. All the child's life forces are lived out in play; all his capacities exercised and developed. This play is the primary form of education because activity is the sole means of education. Interpret education as the total process and the total results of life experience, then compare the educational results of the self-impelled activities of life with the results of school room instruction and see which is most influential. Play *is child* life; it is nature's method of education. All that we do in education, or can do, is built on the development that comes out of these spontaneous activities called play.

2. Infancy is the recognized symbol of weakness and helplessness in the Christian appeal to human sympathy. The child is dependent and demands care and leadership. This dependence is complemented by the parental instinct to care for and instruct the child, and the child instinctively calls out this parental function. This demand for care and leadership is illustrated by the child's crying when hungry or hurt, and by the long years of "what?" and "why?" and "how?" This child dependence and demand for care and for leadership complemented by the parental instinct are the bases for all child welfare and educational effort.

Child life, care and instruction have come under institutional control. The original social institution to care for and train the child was the home. Under the rules of the home the child lived its

spontaneous life in play. It entered spontaneously into the activities of the parents and the parents protected, cautioned, inhibited, encouraged and directed the activities. Part at least of the child's active energies were organized by the parents, but usually on the basis of the child's own self-impelling impulses; hence, the power of custom among savages.

With the rise of civilization and social organization, new needs for training developed. Chief among these the invention of writing created the need for learning to read the written language, especially by the governing classes. So the school arose. With the invention of printing this need spread to the masses, and the school as we know it today began its development. This school was an institution for the transmission of the written language. Its function was symbolized by the three R's. This function has expanded in recent years, though the school is still dominated by the linguistic ideal as the means of transmitting the written culture of the race. The school, therefore, has stood and stands today, increasingly as one great extra home institutional center of child life. The child still lives his own spontaneous life; he is controlled and helped in part by the home, and he is controlled in part by the school.

The rise of modern industrialism and related social changes have eliminated the home industries, the old family life, and the space and paraphernalia in house, yard and community. And so the playground has developed. The old opportunities for activity and an education have been squeezed out of the home and the community. The child can no longer enter into the highly specialized activities of the parents; his play in so far as he can play at all has become more conspicuously of the child type—a pure exercise of functions and capacity. Congestion of population in cities with the cramped opportunities for activity, on a background of sensitiveness concerning child nature created by child study, forced the idea of the playground. The idea evolved rapidly into an institution under adult control to meet child needs everywhere. So we have the development of a third institution controlling child life—the second extra home institutional center controlling child life. It is essentially a place for the organizing of activity from the child's standpoint.

There are, then, three types of institutions concerned with the organization of child life—two of them apart from the home. The child with a well-organized life is fortunate if he does not have his activities outside of the home cut up under several institutions of

each extra-home type, such as the dancing school, the music school, the boy scouts and other clubs. Now the point to note about this triplicate organization of child life even with just one institution each of the extra home types, is that *it is impossible as an organization.* It is impossible from the standpoint of the child's time, energy and health; and impossible from the parents' standpoint (which I need not develop here) and it is impossible from an economic standpoint. This latter point is impressive. Imagine a city school organization within the required distance of every child; and then imagine the necessity of duplicating that organization by an independent playground within a quarter mile or half mile of every child. Such an organization if the schools and playgrounds were efficient would bankrupt any city. Survey the South Park System of Chicago with its splendid playgrounds as I have done and you can walk for miles in almost any direction and find thousands of children playing in the streets and in dirty vacant lots, who have no opportunity to get to a playground. The cost and maintenance of those playgrounds have been enormous; the cost of putting them within even a half-mile distance of every child would be staggering. The only solution is to fuse the school and the playgrounds into one. I am not arguing against the independent playground. There will probably always be some independent playgrounds. But as a general scheme of organization the duplicate extra-home organization of child life seems indefensible.

There is, however, a more profound reason than those just noted why these extra home institutions must be fused. To bring out this point I wish to lay down two fundamental propositions. First, any educational organization or school that does not recognize child life or play, is doomed to failure. Second, any play organization of child life, any playground, that does not recognize the child's social needs in relation to social demands or standards is doomed to failure.

Now let us apply these fundamental propositions to the three types of institutions controlling child life and welfare.

(1) The home is the fundamental institution concerned with child care and education. It always has been; it always must be. But under present day social conditions it cannot organize effectively either the educational activities or the play activities of the child, and in many cases not even the physical care. Most homes cannot have the necessary equipment and parents cannot prepare themselves for or give the time for the necessary leadership. This

leadership and care must be supplied by some extra-home organization or institution. To leave children to their own devices is a most destructive educational and social doctrine.

(2) The school in the organization of the child's activities has rightly emphasized social needs and social standards, but it has neglected the real life of the child, his own life, his play life. Dr. Lange of California once said that when he was a boy he went to school three months in the year, and then had nine months in which to get an education. Today that situation is reversed. We put the child in school nine months of the year and not only neglect the three months but neglect all through the nine months the real source of education—the child's self-impelled activities. This neglect is the source in most children of the dislike for the school. Thoughtful parents are now tending to support, and society will ultimately support, them in that dislike. So long as children go to school with reluctance instead of joyous anticipation and leave school with glee instead of with regret, the school is failing in the very foundation of an effective educational organization,—the *fostering* of the *enthusiasm* for *activity*, the essence of life and a progressive education.

(3) The playground is organizing activity from the child's standpoint. The emphasis in organization naturally has been on big muscle activities i. e., apparatus play, games, athletics, dancing, swimming. The playground properly speaking, as distinct from a play center, is a place for just such activities but they are not all of play. A Russian visiting this country said to me in conference that we seemed to know a great deal about physical play, but not very much about mental play. The child plays many forms of play besides the big muscle plays of the playground. The best playgrounds recognize this. They are not only organizing big muscle activities, but manual activities, storytelling, music, dramatics, excursions, and other activities. The big muscle activities alone are not sufficient to satisfy the child. Hence the playground in its organization is approaching a duplication of the activities of the school, but educational standards in this organization are almost if not entirely lacking.

Though playground directors have a great many very enthusiastic notions about pleasure, physical development, health conservation, social and moral training, the creation of good citizens, and there is no doubt that all these values are secured, yet the playground has set up no standards for

judging either the process or the results. The phrases "pleasure," "happiness," "a good time," of the play director are as superficial as the externally aroused "interest" of the school men, because of two activities giving equal pleasure one may be mere fooling, the other profoundly educational. Even the big-muscle activities are frequently pathetically valueless. Therefore if the playground is to succeed it must standardize its activities according to criteria of educational values that appeal to earnest workers. Otherwise society will condemn the playground.

To sum up these criticisms of the three types of institutions, we may conclude that the home alone without the school and the playground is inefficient; that the school alone without the spirit of the playground in the organization of activities is inefficient and finally that the playground, without the social purpose of the school is inefficient.

The only solution of this problem of an efficient organization of child life and education seems to be a complete fusion of the two extra-home centers into a single center with a single purpose. The addition of a playground to the school and the organized direction of the activities on the playground will not satisfy the need. This is being done. It merely adds another department or activity to the several that are already organized in the school. What is needed is the incorporation of child life or play into the school, and the injection of real life or play into every single study in the school, as well as an injection of purpose into what is ordinarily called play.

This is the organization of the Play School. Through leadership it fuses the joyousness and dynamic power of play and the social purpose of education. In this fusion there is absolutely no conflict. Yet many times when I explain the play school I am asked, "What do you do about the discipline of the child?" "How will you train him to meet the disagreeable side of life or do things that are not pleasant?" These questions miss the point. They think of schooling and discipline as something hard and dry and of play as fooling or a mere pleasurable use of energies. Yet play to the child is the most serious activity in life. It *is* life; and a mastery of the issues of life is gained through virile living, not through imposed suffering.

Now I have shown that there are two related characteristics in child nature: the child's spontaneous educational activity or play, and the child's educational dependence or needs complemented by the parental instincts. Next I have shown that in the organization

of the child's educational activities three types of institutions have evolved—the home, the school and the playground—two of them being extra-home institutions. And I have shown further that no one of these institutions alone is efficient and that the two extra-home institutions are peculiarly inefficient because each neglects an essential which the other supplies inefficiently; and that what each supplies should be part of a single organization—a single extra-home center of child life—a center in which the child finds the fullest life and society guides that life according to the educational ideals of the race.

This single extra-home institutional center of child life requires a pedagogical classification of the child's activities that will cover in one harmonious whole the spontaneous play forms and the more formalized educational activities and that can be administered as the older subjects of study are administered.

We have divided life into seven fundamental classes of activities. Mrs Hetherington will talk to you about the organization of these activities.

PLAY SCHOOL OF THE UNIVERSITY OF CALIFORNIA*

Mrs. D. Alford Hetherington, Madison, Wisconsin

The Play School was organized under the department of education of the summer session of the University of California in 1913 and was conducted during three consecutive summers, culminating in the exposition summer of 1915.

We enrolled about three hundred children from three and a half to eleven years of age. Hundreds were turned away and the summer of 1915 found the enrollment closed before the session opened. The climate of California is such that little thought need be given to the elements, so we were able to spread out over about three acres of ground in a glorious old eucalyptus grove. To the trees our manual training benches were nailed as well as our blackboards. Much of the equipment was borrowed from other schools and in every way the material equipment was most simple. We did have some wonderful leaders, plenty of oxygen, plenty of free-

*Address given at Recreation Congress, Grand Rapids, Michigan, Oct. 2-6, 1916

dom and immeasureable earnestness and joy on the part of the children.

It seems to me that in a broad, general way, the final goal of education has been determined. But what we have not done, what we have failed most lamentably in, is to find a natural way of reaching this goal. At the meeting of the National Education Association in New York City last July, I noticed that every paper given in the elementary sections, was an attempt to get away from the *artificiality* of our present methods in education. Each speaker offered a balm for some particularly obnoxious form of artificiality peculiar to her special field.

Now what we attempted to work out in the Play School was an organization that was *fundamentally natural*. Thus, you see, we eliminated the necessity of putting on patches of naturalness such as the National Education Association educators were suggesting, because we began with a natural foundation.

Every child in a normal environment enters spontaneously into certain forms of activity. This activity is playful, joyous, intense. If the environment is such as it should be the child, driven by his internal mental and physical hungers, will do much toward educating himself through these activities. Now if these spontaneous natural activities into which the child enters are organized so that they can be administered for educational ends, you see you have an organization that begins at the child's end of the ladder of development,—at the natural end.

Before these activities can be organized for educational ends they must be analyzed and classified. The following classification gives the basis of our organization:—

1. Vocal or linguistic activities
2. Social activities
3. Environmental and nature activities
4. Manipulating and manual activities
5. Big-muscle activities
6. Rhythmical and musical activities
7. Economic activities

The object of organizing these natural activities is purely for administrative purposes. The child will participate in them and in a measure educate himself, but to achieve the best educational result, organization is necessary. When organized, however, the activities must be as natural as when unorganized.

With these spontaneous activities organized in a proper en-

vironment, only one more factor is needed—*leaders*—not mere teachers, but leaders, individuals who can forget their specialized subjects of study and enter into the child's natural, spontaneous activities, his play life, his real life, leaders who can live and lead, and in living and leading, loop up all the essential culture of the race to these natural spontaneous activities of the children. Then what have we? An organization of the child's whole active life—the organization of his real life, his play life, the only real part of life to him; an organization which furnishes an opportunity for the natural development of the child's organic, nervous, intellectual and moral powers; an organization which furnishes leaders to loop up to these natural activities the formulated wisdom of the race.

In other words, we captured the wonderful spirit of leadership which is so finely demonstrated by the great play and recreation leaders in our nation, and transplanted it into the school where so often it is non-existent. Thus, you see, we had a combined play center and school center, an organization in which the play center and the school center became *one*, in *spirit*, in *aim* and in *organization*.

(Stereopticon Illustrations)

No. I. Manual Activities

Here you see the children in their manual activities. They made the things they were most interested in. They are here entering into the activities which are the direct avenues to skill, adaptability and economic adjustment. One hears these days constant reference to the failure of our schools to develop independent thinking and acting, initiative, resourcefulness. One cannot imagine, it seems to me, conditions more saturated with opportunities for the development of these qualities.

No. II. The Linguistic Activities

Under this class were organized the mechanics of reading, of number, and of foreign language. The smaller children played little games or did little stunts and then talked and wrote about what they did. They learned to count by scoring their successes in their games. The older groups visited factories in the neighboring environment, such as a rubber factory, then by the use of maps, and selected materials, read and discussed the importance of

rubber to mankind. Twice a week our storyteller illumined these activities with a serial story. She placed her little actors in the rubber fields of South America and as she cleverly depicted their joys and sorrows she wove in with them all forms of geographical, commercial and meteorological knowledge. Thus you see, the story became a real, educational tool, not a mere source of entertainment.

The German was taught entirely by looping it up with the child's spontaneous activities. The children played games, sang songs in German, and I almost said—ran races in German, for I used to find them playing they were lions and tigers, running match races, and then hear the victory shouted by all—in German. This was pure play. They literally played themselves into a knowledge of the German language.

No. III. The Social Activities arise out of the social instincts. In his social activities the child develops his social habits and ideals and it it in these activities that the leader has his greatest opportunity for training in democracy. In the Play School we emphasized at all times the spirit of courtesy. Obviously with this type of organzation we had constant social contacts, so the opportunities were endless for the development of courtesy.

No. IV. The Environmental and Nature Activities arise out of the investigating and interpreting tendencies. They include al environmental exploration and all experimentation with the physical, biological and social environment. Here you see the children studying animals at first hand. Many of these they secure on their excursions with their leaders into the wood. They experimented with heat, with sound, with water, thus satisfying their intense hunger for knowledge concerning the physical phenomena of life. You see they were satisfying the impulses which in the race have caused continents to be discovered and have produced all science and philosophy.

No. V. The Rhythmic and Musical Activities

The rhythmic and musical activities arise out of the joy derived from rhythm, tone and melody.

This picture shows the boys furnishing the melody while the girls delighted in the rhythm.

Children, as you probably know full well, find little pleasure

in learning the musical language as it has been developed by adults, but they joy in music when it is fitted to their stage of development. Mrs. Dorrett, a wonderful leader, found the boys were not interested in singing, so she purchased vocophones—(children sing through vocophones) and while they apparently disliked singing, they went into raptures over *singing through these vocophones.* You see she took these boys where she found them musically, a decidedly barbaric stage to be sure, and easily led them on to better things, because she met them where they were—and led a natural impulse, instead of forcing an unnatural one upon them. And they learned music.

No. VI. Big Muscle Activities

Here we see the children in their big muscle activities. In the child these activities are the source of organic vigor and general nervous power. While regarded usually as mere muscular exercise, these activities carry the discipline of racially old instincts and are therefor fundamental in their influence on character development. They need leadership just as do all other activities. All the groups had periods on the playground during the morning under skilled leaders, from the three-year-olds up.

Thus you see we organized the child's *whole actual life*—by organizing his *spontaneous activities*—then we furnished leaders to loop up the wisdom and ideals of the race to these activities. This plan of organization we believe furnishes an opportunity for (1) the development of the entire child, mental, moral and physical. (2) It eliminates the necessity of driving and forcing, thus economizing much time and preventing the development of abnormal nerves and attitudes toward knowledge. (3) It does, we believe, place education on a real physiological, psychological and sociological basis.

RECREATION PROBLEMS IN URUGUAY*

Samuel G. Ybargoyen, Member of National Committee of Physical Education, Montevideo, Uruguay

What I may have to say regarding the problems of recreation

*Address given in Spanish and interpreted by Mr. Charles J. Ewald at the Recreation Congress, Grand Rapids, Mich. Oct. 2-6, 1916

in Uruguay might almost as well be said concerning the problems of all the other countries in South America, because our problems throughout South America are largely similar. But there is this difference between my country and the other countries, that mine has actually made a start in the solution of these problems of recreation.

None can appreciate better than you, who are interested in these matters, what I feel in my own heart, when I tell you this morning that the children of South America do not know how to play. May we dwell a moment upon the question as to why it is that the children of South America do not know how to play?

The first reason that I would mention is that the ancient customs of the Spanish people, or the people descended from the Spanish, have militated against the play of children. The parents of our South American children have not been interested in seeing them exercise themselves much physically; they have not been interested in seeing them run about much, or play much. Their desire has been to give them a full intellectual development. They have wanted to send them to schools and colleges, and see them well prepared in that respect, and to have them perfectly proper and gentlemanly and ladylike, but they have not appreciated the value of play.

In our primary schools, very little provision is made for recreation. Children are given a few moments from time to time, brief intervals between classes, but it is not at all sufficient to give them time for any play. Nor are they given any leadership or direction in the spending of these recesses. This is the general situation in the South American countries.

Soccer the Most Popular Game

I am glad to say that in Uruguay the leaders of that nation are changing in their attitude toward this question, and are giving serious thought to this problem. The first game that has played any considerable part in the development of the play life of the youth of Uruguay and other countries of South America has been the game commonly known here as soccer. Some fifteen years ago a gentleman by the name of Mr. Poole, an Englishman, introduced football into Uruguay. For a long time this game was severely criticized by many of our most thoughtful people in Uruguay, who believed that it had no important part to play in the life of the young men and boys.

We have in the city of Montevideo, the capital of Uruguay, no less than fifty soccer clubs at the present time, under the direction of leaders. These clubs are united in a league, and the Football Association of Uruguay is a well-organized and powerful association today. It has not only organized many football matches within the country, but also international football games, which have taken place between Uruguay and Chile, Argentina, and Brazil It is a real satisfaction to me to be able to tell you, that at the time of the Argentine Centenary celebrations in 1910, when they organized great sports and brought together athletes, and especially football players, from Chile, Argentina, Uruguay and Brazil, in these events they gave the championship to my own city of Montevideo.

National Committee on Physical Education

What I have said about soccer is just a hint merely of what is going on amongst the boys and young men of my country in athletic sports. The enthusiasm shown by the youth of Uruguay for these athletic sports became so great that of necessity the public authorities of that country had to intervene and began to study the matter. The president at that time visited Europe and there came into touch with some of these groups in Europe, and returned to the country with enthusiasm for athletic sports. One of the definite results of this interest, on the part of President Du Jose Batlle y Ordoñez, was the naming by the government of a committee known as the National Committee of Physical Education, which has under its supervision the development of all these physical activities throughout the country. He, as president, named in the first instance a committee of distinguished Uruguayan citizens to take in hand the working out of a definite program of physical education and recreation. The national government, through its congress, voted $50,000 annually to be expended in the promotion of this kind of work. This first committee that was named, in spite of all of its splendid ideals and best of intentions, found itself in a perplexing situation. They knew what they wanted to accomplish, but they did not know how to accomplish it. We had on this committee distinguished lawyers, physicians, engineers and other professional men of the country, but they did not know anything about working out a real program of physical education. It is not strange, therefore, that this committee did not, during the first years, accomplish very large results in this matter. Money was expended, but nothing could really be seen in the way of definite results.

Remarkable Progress in Providing Play

The president realized that a change would be desirable in the character of the committee, and so at the expiration of the term of service, which was four years, he renewed the committee by naming a younger group of men as members, and that younger group of men is responsible for the remarkable progress which has been made in the last few years in physical education in Uruguay.

I should like to explain to you one or two of the reasons why this second committee has been so much more successful in developing a program than was the first committee. One of the large factors in the success was the fact that the Young Men's Christian Association of Montevideo has called to that city a competent physical director, a Mr. Hopkins of Wichita, trained in this country. He came to Uruguay as physical director, and later became the director for this committee in the arrangement of that practical program.

To put briefly some of the results of the splendid work that Mr. Hopkins has been able to do, we have in the last two years established nine splendid playgrounds in Uruguay. The National Committee of Physical Education has now a definite program for establishing twenty-five playgrounds in the city of Montevideo alone, and proposes to do a similar work in the other cities and towns and rural districts of my country.

We have three large playgrounds in the city, and all of them accommodate from 15,000 to 30,000 children every month. These children have heretofore frequently played in the street amid great danger, and they now come to the playgrounds where they have every protection and play to their hearts' content, in surroundings that are good and healthful. The committee names a director, an assistant, and two women assistants, who give their time to directing the work of each playground.

In addition to the development of playgrounds, which this committee has carried forward so successfully, a swimming school has been conducted during the past year. In this one swimming school, where the teaching is done by a competent swimming instructor, over six hundred children have learned to swim in this past summer.

The committee, by request of one of its more active members, Dr. Ghigliam, has also organized the Athletic Federation of Uruguay. And it has organized some very successful athletic events and athletic leagues in Uruguay, and while we are still young in the

development of these activities, our young men do have athletic ability. They are strong, and we have the greatest hope in regard to the future development of such movements as this.

My chief motive in coming to this country has been to fit myself as a director of physical education. I feel deeply grateful to Mr. Hopkins, the man who has inspired me to do this work, and I look forward with great pleasure to getting the preparation, and returning to develop the physical education activities of my country. I am entered at the Young Men's Christian Association College at Springfield, as a student, where I aspire, not only to the physical preparation, but to the mental and moral preparation as well, which I believe should always belong to one who is to become a leader in such work.

I have learned much during the days that I have spent in your midst, in the sessions of this Congress, and my ambition is to return to my country to put into practice some of the good things I have learned here during the days I have spent with you.

REPORT OF THE COMMITTEE ON RECREATION BUILDINGS*

The neighborhood recreation center is fast becoming so important a part of community life that in increasing numbers cities and small communities are considering ways and means of housing facilities which will provide for the recreational life of the entire community. In the main these problems may be said to fall under three heads:

1. How to adapt existing school buildings to neighborhood recreation center use

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*Given at Recreation Congress, Grand Rapids, Michigan, Oct. 2-6, 1916
Committee on Recreation Buildings:
Sidney A. Teller, Resident Director, Irene Kaufmann Settlement, Pittsburgh, Pa., Chairman
Frank S. Marsh, Superintendent of Playgrounds, San Diego, Cal.
John L. MacBean, Superintendent of Playgrounds and Public Recreation, St. Paul, Minn.
H. O. Berg, Supervisor Extension Department, Public Schools, Milwaukee, Wis.
Rev. Robert P. Kreitler, Saint Luke's Parish, Scranton, Pa.
Joseph A. Mott, Superintendent of Recreation, Scranton, Pa.
George F. Mooney, Superintendent Division of Public Welfare, Columbus, Ohio
J. Leonard Mason, Superintendent Playground, Philadelphia, Pa.
Clarence Arthur Perry, Associate Director, Department of Recreation, Russell Sage Foundation, New York City
A. H. Hiatt, Superintendent The John C. Proctor Recreation Center, Peoria, Ill.
Eugene C. Gibney, Ass't Superintendent in charge of Neighborhood Centers, Vacation Schools and Playgrounds, Department of Education, N. Y. C.
A. A. Fisk, Superintendent of Parks, Racine, Wis.
H. N. Sollenberger, Superintendent of Recreation, Dayton, Ohio

2. How to construct new school buildings so that they shall include facilities for neighborhood recreation center work

3. How to construct municipal recreation buildings to be used by the entire community solely for recreational purposes.

In gathering material under these three general heads, the Committee on Recreation Buildings has gone into detailed discussion of various features of construction and has made suggestions which it is hoped will be helpful to cities contemplating neighborhood center work.

Adaptation of Existing School Buildings to Neighborhood Recreation Center Work

It was felt by the committee that in adapting the average school building to neighborhood center work, the following changes should be made:

Windows and lighting apparatus must be protected by screens and additional lights installed where necessary both inside the building and on the outside playground. Barriers must be placed at the various exits to restrict activities, and toilets arranged for both sexes. The provision of movable chairs in a number of the smaller class rooms will make it possible for them to be used as club rooms. If these rooms are not large enough, the partition may be removed and replaced with accordion doors. In Milwaukee, instead of discarding the old-style desks in the class rooms used for neighborhood recreation center work the plan has been adopted of placing them on boards in sets of three. These boards meet in the center so that the child sitting in his seat is not made uncomfortable by having his feet raised an inch from the floor.

If the school building already contains an auditorium, with the installation of movable seats and a platform arranged if possible to permit the giving of plays, it can be used for dancing, plays, games, and socials of various kinds. If the building contains no auditorium, an addition containing an auditorium with stage, shower baths, and if possible large enough for a gymnasium and athletic floor, should be planned.

The best plan, it was felt, for screening windows in an auditorium or gymnasium, and thus protecting them during the playing of basket ball and other games, is to utilize hinge No. 12 wire with a one inch mesh. The frame of wire, held in place by turn or thumb buckles, can be easily removed when the windows are cleaned.

In planning for ventilation, the windows should be fixed at the bottom and open outward from the top. The cold air rises and there is no draught on the heated players.

It was suggested that the best protections for electric light bulbs in a gymnasium are strong No. 12 wire baskets with hinged bottoms which may be secured at a cost of from $3.00 to $4.00. For bulb clusters, hemispherical cast iron heavy cages may advantageously be used. The bars of the cages should be far enough apart to permit of maximum illumination and close enough to prevent the passage of an indoor baseball. Where any repairs or changes are made, it is best, if possible, to sink the light below the surface of the ceiling or wall, and then to cover the opening with wire screening. This prevents any loss from the breaking of lights, even from vibration.

The suggestions for the best lockers for school neighborhood center use involved a 12″ x 12″ metal locker, double deck, either open for ventilation or mechanically ventilated. The top locker must not be too high from the floor and within reaching distance from the bench in front of the lockers which should be self-locking rather than equipped with padlocks. The number of lockers provided for boys and men should represent ten times the number of open shower heads. There should be five units of use on the following basis: One-fifth using showers, one-fifth undressing, one-fifth dressing, one-fifth on the gymnasium floor, clothes in locker, one-fifth reserved for home teams and visiting teams.

For the benefit of small communities which feel the need of maintaining the strictest economy in installing their locker systems it is suggested that a system of wire baskets 8″ x 12″ or 10″ deep be substituted for the metal locker system, having only sufficient lockers 12″ x 12″ x 36″ to accommodate the number of people using the gymnasium at any time. The locker room can be so constructed that the wall space will provide a series of pigeon holes in which the wire baskets may be attached. The shelving of the pigeon holes can be made in open fashion. As the baskets themselves are open, very satisfactory ventilation may be secured. The baskets cost approximately 40c, the lockers $3. Consequently if a large number of people are to be provided for there will be a great difference in the cost of the two types of equipment; moreover the amount of floor space necessary to install the steel lockers would necessitate having a larger building and add further to the cost of constructing the building. It should be noted that where it is necessary to provide

supervision of the baskets to prevent stealing, the cost of the wages of the attendant should be charged against locker equipment.

Construction of New School Buildings for Neighborhood Center Use

In planning school buildings to incorporate neighborhood center work, it was felt that among the essential features for such a building are the following: auditorium, preferably on the ground floor, gymnasium, toilets, shower baths, lockers, swimming pool, stage equipped with border and foot lights, moving picture booth, rooms for manual training, home economics, branch library, and club rooms. In arranging for such buildings, the exterior should represent the natural expression of the beautiful, while the interior should combine art and utility permitting of a flexible relation between academic and social requirements.

As a first step towards making the building not only useful but attractive to the community at large, it was felt that the entrances should be made as attractive as possible by brilliant illumination. Electric signs provided with letter-changing equipment help greatly in advertising the neighborhood recreation center activities. Where the school abuts two streets an entrance should open on each and the main entrance should serve as an approach to the auditorium, or, if the auditorium serves also as a theatre, to both theatre and stage. A raised or movable box or ticket office is helpful.

In the interior construction the following considerations should be taken into account: The walls should lend themselves to art and craft exhibitions, bazaars and similar activities. Sliding partitions or accordion doors should be provided for dividing large areas into units and for transforming wings and alcoves into social rooms. Heaters should be elevated or recessed for space, economy, and safety; the heating plant should be devised on the horizontal plan so as to serve one floor or a part of a floor to the exclusion of the rest of the building. Adequate provision should be made for ventilation through windows or exhaust fans. The provision of abundant illumination for both day and evening use is an absolute necessity and, as in the case of existing school buildings which are utilized for neighborhood recreation center use, the lighting system and the windows should be protected by heavy wire screening. Adequate and well-planned toilets for both sexes are a prime need and wardrobe or checking room facilities are a modern requirement.

One of the most important features to be considered in school construction providing for neighborhood recreation center use is an

auditorium, of which there are several types. Where economy of space must be considered, an auditorium which combines a kindergarten room and social hall is best. The kindergarten room may be made to serve as a stage, music room, game room, branch library, and committee room while the social hall combines the uses of mezzanine floor, gymnasium, dancing area and skating rink. An open fire place properly protected greatly increases the attractiveness of the social hall.

Still another type of auditorium is the theatre type providing for a stage, a motion picture curtain, an asbestos curtain, wardrobes, dressing booths, toilets, and other facilities. This type of auditorium has a mezzanine floor sloping in the rear, flat in the area adjacent to the stage, with permanent furniture on the sloping protions, movable on the flat space. A gallery adds materially to the seating capacity. Other accessories which may well have a place in a school auditorium are a motion picture machine and booth.

In order to make the class rooms adaptable for evening use, movable or strip furniture is necessary on both the first and second floors. The basement may well include such facilities as a swimming pool, bowling alleys, billiard rooms, and a fire-proof smoking room. A work-shop is a very desirable addition to social center equipment, if the manual training rooms are not adapted for such use. There should also be enough store rooms to provide adequate storing facilities for chairs and other equipment not being used on the main floor. The question of the provision of a play room in the school basements for the use of children in stormy or extremely cold weather is receiving consideration from school authorities especially from the point of view of the amount of play space per child which should be provided. The ordinary practice in school house construction has been to provide a minimum of twenty square feet per child—in a 12 room building, one-third of the basement space. The new school building construction must provide for more play space; the minimum requirement of 30 square feet of space per child should be the basis for computing amount of indoor space necessary.

In the construction of the modern school building, particularly in cities suffering from problems of congestion, even the roof is made to serve community purposes. Tiled or asphalt surfacing surrounded with a high iron fence with a heavy iron mesh enclosing the sides, and a permanent roof forming the top makes it possible to use the

roof for a number of purposes. It may be flooded and frozen during the winter for skating. If the surfacing is of asphalt it may be used for roller skating. A band stand on casters may be provided for concert work. Adequate lighting facilities should be provided for evening use and detachable panels fitted to the sides will make it possible to enclose the roof for winter use.

No school building is felt to be well-equipped or complete unless adequate grounds are provided around the building for playground and athletic purposes. The modern slogan is "a block for a school," with ample space not only for playground and athletic facilities, but also for school gardens and for short shrubbery.

In planning for out-of-door activities the committee suggests that heavy screening be used to protect the windows of the first and second floors. Overhead flaming arcs protected by wire cages are excellent for lighting purposes. High barriers between the school yard and adjacent private residences will eliminate friction with neighbors. High fences should separate the yard from thoroughfares. Drinking facilities should be installed and provision made for access from the outdoor playground to the toilets. The building of permanent settees around the sides is also suggested.

The question of surfacing school playgrounds is a very important one. Asphalt and concrete surfaces have their advantages for school yard use. They are, however, expensive and can be considered only when the ground is very small. A suggestion for a surfacing which will be less expensive but probably even more satisfactory if good drainage can be secured and the ground graded so that there will be no water standing on it a short time after a rain provides for the use of a screened gravel about the consistency of a coarse sand. The foundation should consist of a 4″ or 5″ layer of cinders covered with a 3″ layer of screened gravel. A treatment of calcium chloride—it has been the experience in Racine, Wis.—applied once or twice a year, makes the surface practically dustless and does not stain the clothes of the children. The Chicago Park systems have worked out a solution of the problem which has been found satisfactory for the Chicago park playgrounds. Information regarding the construction and treatment of an outdoor playground surface may be secured from the South Park or West Chicago Park Commissioners.

Construction of Recreation Buildings to Be Used Solely for Recreational Purposes

In many communities, the effective use of the school plant for neighborhood center purposes and the hearty cooperation of the Board of Education with the recreation authorities have made unnecessary the erection of buildings to be used exclusively for recreation purposes. Such a utilization of the school plant whenever possible is desirable and results in economic saving for the city. There are communities, however, in which because of the construction of the school building and problems of administration or because of certain specific local needs and difficulties, the use of the school plant is not practicable and the erection of a building for recreational purposes presents the only solution to the problem of housing community recreational facilities and activities.

In discussing the erection of such buildings the committee took up first of all the consideration of the general principles to be followed in locating and constructing such a building. Among the most important of these are the following: The accessibility of the building to population and transportation lines; the provision of ample grounds for future needs; architectural beauty; a comprehensive plan which will permit of future additions constructed in such a way as to preserve original investments.

From the service point of view, the building should embody such activities and utilities as will provide for the teaching and play of the younger children; the instruction and drill of high school children; gatherings of various kinds for the young and adult resident population; for the leisure time pursuits of adults; and for such civic uses as voting, forums, and allied activities. It should be planned on the unit basis so that each floor or structural unit may be used to the exclusion of the remainder of the building, and in the construction the units representing the greatest service to the community should be provided first.

The committee next considered the most essential features which should be incorporated in a recreation building. It was felt these should include a room for use as a gymnasium, auditorium, theatre, athletic and director's offices, rest room, toilets, and shower baths for men and women. The number of club rooms which should be provided depends upon the character and density of the neighborhood. The convenient size for a club room, however, varies from 14′ x 20′ to 22′ x 32′.

The equipment of a gymnasium in a neighborhood recreation building depends in a large degree upon floor and gallery space. A

recreation center gymnasium requires greater diversity of equipment than a college gymnasium. The apparatus listed by the committee includes adjustable and suspended parallel bars, horizontal bars and ladders, vaulting horse and buck, vaulting standards, travelling rings, adjustable flying rings, spring board, jumping board, high jump standards, approach boards, jump mats, wrestling mat, punching bag standard and drum, chest weights, climbing ropes, and basket ball backs and goals. There should also be provided such mobile apparatus as basket balls, indoor baseballs, bats, hand balls, medicine balls, volley balls, maple dumb bells, Indian clubs, maple wands, vaulting poles, and striking bag.

It was the general feeling of the committee that it was undesirable to design a room in a recreation building especually for roller skating. Such a proceeding is unnecessary as all play areas that are sufficiently smooth and capacious may be used for roller skating. It is not, however, advisable to permit skating on a wooden floor used for dancing. The ordinary cement floor, although durable for most purposes, has no great value for skating because of rapid disintergration and dust. Cement is a rough surface which prevents slipping at the turns and has the added advantage of causing less noise than wood. If the cement floor is given a finished coat of some patent cement hardener or is covered with mastic asphalt it has greater value as a skating surface. Wood block laid in mastic is felt by many to be by far the most satisfactory indoor surfacing but the cost makes its use in most instances prohibitive.

The problem of the initial cost of a recreation building and of maintenance is one which confronts all communities initiating such movements. It was the decision of the committee that, generally speaking, a building incorporating features felt to be essential and desirable could not be constructed at a cost of less than $15,000-$18,000. This is based on the estimate that centralized school buildings cost 22c per cubic foot, and with the price quoted on composite, 16c per cubic foot, and fireproof, 18c per cubic foot.

Dressing rooms, toilets, showers may be on both sides of stage; basement only under stage end of building.

Wings may be added to ends or side to meet future needs.

The Park Department of Racine, Wisconsin, at a cost of less than $12,000, constructed a building well adapted to small community use and yet with an equipment to serve a large number of people.

The building, which cost $7,324.00, has a gymnasium 40′ x 70′, 12 shower baths, toilets for both men and women, a reading room, kitchen, locker room, and also a special room fitted with pigeon holes for the use of wire baskets. The locker room is utilized as a dressing room and instead of a permanent stage a sectional movable platform is used for dramatics and entertainments of various kinds. In this way a valuable economy of space is gained.

The cost of heating, lighting, and janitor service for any given building depends upon its size, the amount of heat desired, hours used, number of lights, whether or not the plant is owned by the city, whether the lights are supplied by public or private service and other considerations of similar nature. For a center containing an auditorium, gymnasium, four club rooms, and shower baths, one ton of coal per day would probably be required to heat the building from 7 a. m. to 11 p. m. and supply hot water for the shower baths. Janitor service for 52 hours per week should be secured at an average cost of $55 per month.

In planning for a recreation building too much emphasis can not be laid upon the necessity of securing expert advice in order to avoid mistakes in construction which will decrease the usefulness of the building. A careful study of the experiences of the other cities in constructing their buildings and a selection of the features found most successful in these buildings, will result in a great saving in efficiency and money for the community undertaking such a project. The final plans should be submitted to the Superintendent of Recreation to criticise from the standpoint of use after completion as well as to simplify problems of supervision. "Plan, criticise, and then build."

The increasing tendency to throw open the schoolhouse for neighborhood recreation center uses, the growing interest in school architecture design for community needs, and the erection of recreation buildings to meet community needs, point to a rapid development in the next few years which will have a most important influence on community life and the building up of a real democracy.

DISCUSSION OF PROBLEMS OF OUTDOOR PLAYGROUND CONSTRUCTION

The Committee on Recreation Buildings, in addition to their report on buildings, took under consideration some of the problems involved in the construction of shelter houses on playgrounds and other phases of playground equipment.

The essential features of a shelter house for playgrounds, it was felt by the committee, would include two rooms for supervisors; a room to be used for storage; shower baths and toilets for boys and girls; an open pavilion for hand classes, dancing, games, and shelter. If the shelter is located in a part of the country where the climatic conditions permit of year-round use, it is worth while to expend funds for a well-constructed and beautiful building. If, on the other hand, the shelter can be used only during the summer months, it is better to expend energy in arousing sentiment for a more expensive recreation building equipped for year-round use.

The question of whether a smooth or rough surfacing is preferable for shelter houses which are likely to be used for roller skating or for play and games, was decided in favor of a smooth finish with dust proofing and hardener. Concrete is too brittle to be used incessantly for roller skating as depressions will soon appear which will develop into deep holes, endangering the skaters. The best surface for universal use is probably a fine high-grade asphalt which is not brittle enough to develop spots. It may be utilized for roller skating by using powdered pumice which causes the skates to stick. The surface may be used for dancing by the application of powdered boracic acid which gives it a sopacious effect. For other activities no treatment of the surface is necessary.

Inexpensive shower baths for a playground may easily be devised by the following simple methods: A tin pail with holes punched through the bottom may be hung from a string piece or post; a rubber hose with one end attached to a water faucet, the other end placed in the pail and tied to the handle completes the equipment. For outdoor purposes, a tent may be used or the device may be set up in an unused toilet in an indoor play center. Still another suggestion for a temporary shower bath is that a piece of rubber hose with a flower spray attached to one end, the other connected with the supply pipe, be placed over a catch basin or a short distance from a drain pipe. Canvas which is light proof against shadows may be used as a shelter if there can be supervision

to provide against the cutting of the canvas. Otherwise old tin will be better.

A comparison of the structure of grand stands of wood or concrete shows that a frame structure can be built for the cost of the forms alone for a concrete grand stand. The difference between common bleachers and concrete bleachers is so great that it would be necessary to have plans and specifications in order to arrive at a reasonable safe estimate of cost.

Portable Bleachers

The playground authorities at San Diego, California, have solved the problem of providing strong, serviceable wooden bleachers at comparatively small expense. The bleachers are strengthened by a galvanized iron pipe which is designed for foot rests as well as for lending additional strength in bracing the bleachers. The four 1 x 12 braces at the back of the bleachers are nailed in with three or four eight-penny nails so that they may be readily taken off and put in again when the bleachers are moved.

The cost of these portable bleachers is estimated at $45 per section, each section holding 80 people. Two men with a team can take 20 bleachers down and put them up again in a half a day.

Plans and specifications for the bleachers may be secured for thirty-five cents from the office of the Playground and Recreation Association of America.

SWIMMING POOLS*

V. K. Brown, Superintendent of Recreation, Newark, New Jersey.

In view of the increasing demand for such facilities, the construction of outdoor swimming pools at a cost which will not make them prohibitive for small communities or for groups of individuals who must take into consideration the economic side of the problem, is a matter for careful consideration. In the judgment of engineers no absolute cost estimates for artificial outdoor pools can be attempted for general application. The climate is a variable making

generalization untrustworthy. In northern latitudes, for instance, frosts cause heaving of the ground and develop pressure rendering heavier reenforcement necessary. Local conditions of soil—rock, clay, or quicksand—and the drainage and water supply also affect the outlay. Furthermore, local labor and material costs vary to a degree rendering general statements valueless.

Attempting, however, to state concretely what may be assumed with safety of those factors which are fairly constant, some general summary of experience and consensus of opinion is highly desirable. Communities lacking swimming provision need some index to an equipment of minimum cost, not the elaborate facilities of the more costly systems. They must not be compelled to spend what funds they have for the services of experts to gather information that will show what is within their limited reach, if that information can be assembled.

Suggestions for Estimates on Cost Based on Standard Measurements and Quantities

To this end three standard sizes of rectangular pool basins are here considered arbitrarily as a preliminary table by which local resources may be gauged and their possibilities estimated. Table I is based upon the minimum practical size, 20′ x 60′, Table II on a medium size 30′ x 90′, and Table III on a large size 40′ x 120′. Wall thickness and reenforcing must be determined by local soil condition and the support it affords. Concrete contractors of the community can furnish estimates of labor and materials cost, and mixtures suited to the location. A uniform thickness of one inch for the entire pool shell is considered in the following tables and reduced to terms of cubic yards of mixed concrete, to be multiplied by the number of inches of wall thickness necessitated in local construction. The result will be found roughly accurate, affording a starting point for local cost estimates.

Table Number I. Pool size 20′ x 60′, sloping longitudinally with a depth 3′ to 7′

7 cu. yds. of mixed concrete required per one inch wall thickness
For each 10 feet added to length add 1.1 cu. yards material
For each 10 feet added to width add 2.3 cu. yards material

Table Number II. Pool size 30′ x 90′ sloping longitudinally with a depth 3½′ to 8′

13 cu. yds. mixed concrete required per one inch wall thickness
For each 10 ft. added to length add 1.4 yards material

For each 10 ft. added to width add 3.25 yards material

Table Number III. Pool size 40′ x 120′. Sloping longitudinally with a depth 3½′ to 8′

22 cu. yds. concrete required per one inch wall thickness

For each 10 ft. added to length add 1.8 cu. yds. material

For each 10 ft. added to width add 4.2 cu. yds. material

General Suggestions for Construction of Outdoor Swimming Pools

Where the concrete construction work is done by inexperienced workers one principle is to be observed—the deepest point should always be filled first to prevent robbing of the mixture by seeping of the cement to a lower level.

A long, narrow pool is safest. Unskilled swimmers cannot get far from shore, and life guards can more quickly reach those in trouble. Unless funds permit of employing a large staff, the pool should be limited to 35 feet, or less, in width.

For safety, the pool should always be built with its shallow end nearest the entrance. No danger signs will keep heedless and hurrying, foreign, or illiterate bathers from plunging into the water at the nearest point, as they come into the enclosure. Many who cannot swim will do this.

Various water growing forms of plant life will attach themselves to sides and bottom of any pool, rendering the surface slippery and unsafe. Weekly scrubbing—with an occasional day's hot sunlight on the empty pool, will keep down, but will not eliminate, these growths. The more smooth the surface, the more insecure the footing becomes—a good argument for a rough bottom. Too sharp a pitch from shallow to deep water must be avoided. The shallow end of the pool at Pulaski Park, Chicago, is connected with the deep end by a series of steps rather than a slope, a preferable arrangement, in the writer's opinion. A stranger, unable to swim, cannot slide beyond his depth, on such a bottom, nor exhaust his strength fighting his way back to a secure footing. This arrangement also permits a long basin with gradual slope, for the majority who want shallow water, and a sharp break to deep water after steps lead down to a five, or six foot depth, at the deep end. The danger zone is thereby of limited area, and close to the deep-water station of the Life Guard. The volume of water consumed is also lessened.

The Park Department of Grand Rapids recently built a pool 36′ x 100′ with a ten-inch wall thickness, without finishing the inner

coat or waterproofing, at a cost of about $3,500. In reenforcing, twisted half-inch iron rods, were placed 3½ feet apart vertically and 1½ ft. apart horizontally. This type of construction has withstood severe winters, without cracking, or developing leaks. Grand Rapids considers a spoon shaped bottom contour best, with a maximum depth of eight feet about fifteen feet from the wall at the deep end of the pool for diving, but a 3½ foot depth, affording a footing shelf, along the side and end walls, for safety. This also serves to decrease the cost of the necessary Life Guard Service; it materially lessens the volume of water necessary to fill the pool, lowering water cost, where that is an item to consider, and shortening the time lost to use while the pool is being emptied for cleaning and refilled. Deep-water corners are dead spaces, in-so-far as use is concerned, and many pools now being built have rounded corners as a measure of economy in excavation and water consumption cost. Initial construction cost for such curved surfaces, is higher, however, due to the difficulty in making moulds. The Grand Rapids pools are built of a mixture of one part cement, two parts sand, three parts gravel.

Another experiment in outdoor pools has been worked out in Westbrook, Maine where a mill stream with a moderate current of pure water has been used for swimming since 1905, when at a cost of $3,900, a crib pool and bath house were built and anchored in place where the flow of the river through the slatted walls provides a fresh water supply every five minutes. The annual maintenance cost of this pool is about $300 and it is estimated by the school authorities that 75% of the local children know how to swim, 90% of them having learned in this pool. The suggestion is included here as of possible value to other communities.

Sewers

Before building a pool, the capacity of available trunk and branch sewers must be consulted, in the immediate neighborhood. Emptying the pool at full capacity of its drains, with its head of water, may easily flood neighboring basements with water back-up, unless the sewer capacity is ample.

Floating objects have caused much trouble by blocking drains, finding lodgment in pipes and gratings. In Philadelphia experience early brought about the adoption of a catch-basin, for the drain, sunk in the pool bottom. A grating covers the catch basin, and the drain pipe rises from the floor of the basin curving down-

ward again in an inverted u-shape so that the initial outgoing water movement is upward, and floating objects cannot be drawn down into the sewer. Sand and sediment lodge in the catch-basin, and are not swept into the drain pipe to collect and make a costly stoppage.

Filling System

The capacity of available water mains, wells, or body of water, from which the pool is to be filled must be taken into account in determining the pool's size and shape, and the whole water-consuming system of operation. Scant water supply means slow refilling and consequent loss in service. It may also necessitate a costly refiltration system, and chemical sterilization such as may be secured by the use of calcium chloride. Fresh, pure water, where it can be had, is preferable to stale water, filtered or sterilized. But a pool dependent on the city water system must not be located in a district where meagre water mains will suffer such lowering of pressure while the pool is being filled, as to impair the neighborhood's service or fire protection. Possibility of this must be determined in advance and if necessary other means of supply taken, or the pool location changed.

A more even distribution of water-flow into the pool is secured by fitting the supply pipe to a distributing pipe of larger diameter set in the end wall, having several openings into the pool so the initial pressure may be lost without lessening its volume, and the water flow rather than shoot into the pool. An overflow during the night by this means more effectually forces the stale water into the drain pipes, and flushes floating impurities into the gutters, where a single strong stream merely churns fresh and stale water with the pool sediment.

Desirable Features of Construction

Hand Rail—An inset, combination hand rail and drain gutter, running completely around the pool, is to be preferred to projecting hand rails. The former, being merely an opening in the flush face of the side wall, does not interfere with rescue work, nor bruise those who must be lifted out of the water. Moreover it does not decrease the pool size either for general use, or aquatic sports. The open drain gutter permits floating impurities and objects to flush out of the pool while it is overflowing, on any side to which the wind causes them to drift.

Booths and Showers—A shower before entering the pool is almost universally demanded, both as a sanitary measure, and safety precaution in preparing the bather for his plunge. The South Park system of Chicago years ago built all their pools in such a way that entrance is through a shower room, past an inspecting attendant who permits only those who have bathed, and who are free from surface signs of disease, to enter the water. Lately their new pools have been so designed that men and boys must bathe in the nude, trunks being given out after leaving the showers. Fear of detection doubtless keeps many diseased bathers from entering. Some indoor pools may be entered only by a passage-way under a row of showers graduated in temperature down to a cold spray at the end just before the plunge. Toilet facilities should be provided at the door to the pool, where those about to enter the water file past. It is important that such provision be conveniently accessible to those entering, and to those in the enclosure.

Special Facilities—An enclosed roof garden, or secluded sun parlor where women in reclining chairs may in privacy dry their hair, or rest after the unaccustomed exertion of swimming, will beyond doubt attract many patrons who would otherwise never or seldom come. Towel or other stock rooms adjacent to a service roadway, and drained receptacles at the exit, for wet suits and towels, as bathers file out, need careful planning if the labor of operation is to be minimized.

The draining of dressing booths and aisles both for water brought in by suits and bodies of bathers, and for the daily scrubbing of the quarters, is important.

Indented Steps or Ladders—For climbing out of the water, ladders or steps are necessary at the ends of the pool. Either should be set into an indentation, rather than project out into the pool, where swimmers may accidentally strike them. For aquatic sports the inset space may be blocked off flush with the wall face; in this way controversies as to distances covered, always possible in an irregular space, may be avoided.

Around the Pool—What? The concrete walk at the immediate edge of the pool, draining *away from* the pool so dirty surface water will not run into it, is on hot days liable to become uncomfortable. On the early assumption that a pool was an artificial lake or river brought to a residence neighborhood, an artificial beach of sand courts was included. It was found, however, that sand clinging to

the wet bathers caused trouble with drains and also introduced a certain amount of dust and dirt into the water. Grass plots—if free from clover and bees—afford pleasant lolling places, but when the grass is cut blades blow or are carried into the water and give it an uninviting appearance. Either is preferable, however, to a hot brick or concrete walk.

Problems of Supervision

Lighting—The problem of lighting is a most important one to consider in a discussion of the supervision of swimming pools. Service to the men of the community, especially in industrial districts, means night operation. In fact, night use should be limited to working boys and men. The problem of adequate lighting is no easy one. Arc or other lights on poles surrounding a pool, cause numberless reflections and make the life guard's work doubly difficult. At Jackson Park Beach in Chicago, flood-lighting from shore, the reflectors projecting a powerful light down on the water from behind the life guards at the water's edge, rendered night use as safe as during the day. Such a flood of light converging from behind the corners of the deep end of a pool, where life guards would be stationed, costs no more than a number of lights around the pool, and is incomparably safer.

Aisles—To facilitate supervision it is best to run the aisles in the booth house lengthwise through the building so that the attendants' oversight will cover the maximum area to prevent thefts and disorders.

Entrance to Booths—The provision of shaded benches enclosed by a fence in a narrow lane at the entrance to the booths, greatly facilitates the maintaining of order among those waiting their turn to be admitted, preventing late arrivals from unfairly crowding into line or creating disturbances. An entrance gate to this enclosure, which may be closed when a capacity number is reached, establishing the limit while comparative quiet prevails before the line starts to file into the baths, automatically avoids disputes and rushing of the booth doors by over-eager patrons near the end of the line who become fearful that the limit has about been reached and that they may not be admitted unless they hurry. A separate gate for exit obviates confusion.

Suggestions for Administration—Safety! Do not economize on life guard service.

Drill life guards daily in swimming, rescue work, practice of artificial respiration, and use of pulmotor or lung motor.

Have a couch or stretcher, blankets, brandy, and first aid kit ready, and physicians listed beside the telephone.

If the water supply is limited, making long use necessary, or polluted at its source, adopt some sterilization process.

Clean the pool too often rather than not often enough.

Adopt a valuables checking system, and make employees responsible for losses which indicate negligence. Do not permit bathers to return to booths, dress, and leave until the entire group leaves the water.

An occasional water-carnival, admitting spectators, adds to a pool's usefulness—and patrons.

Graham Taylor once said Sabbath observance is a "matter of geography." A laborer working the week around ought to be permitted a quiet plunge on a hot Sunday afternoon by any community. Adapt Sunday hours and age limits to local views, but "stick" for needed service.

Arrange "Women's Days" to follow the cleaning of the pool; they should have the fresh, and can better withstand the cold water. Watch the men employees on women's day.

Have a linen supply and a laundering contract for the hottest not the average day.

Individuals grow limp and irritable in hot weather—don't permit the service to do so.

It's better to fire a politician than fail a patron.

Some college-fraternity vacationists are not as faithful as back-of-the-yards wage earners.

Remember that when you were a boy, one twenty-minute swim a day was as satisfying as a one-inning ball game.

On rainy days add some soap to the water, and help nature out.

Condition employment on willingness to do night work if needed. Patrons are not turned away by a pool closed and cleaned at night.

INDOOR POOLS

S. K. Nason, Director Municipal Gymnasium and Baths, Brookline, Massachusetts

The cost of construction of an indoor pool aside from considerations of local cost of labor and material, depends entirely upon the size and type of construction.

Types of Construction

1. The pool with all-brick wall having a lining of enameled brick or mosaic tile

2. The pool with all-concrete wall lined with enameled brick or mosaic tile. With this type of wall some patent waterproofing substance is used, but an efficient inspection of the mixing of the concrete is a greater help towards securing a waterproof wall. This type of pool with the overflow gutter which can also be used as a hand rail is a satisfactory pool.

3. The third type of pool which has been found very satisfactory at Brookline, Mass., and which to a great degree obviates the danger of leakage, is built in the following manner:—A six-inch concrete wall, waterproofed with four layers of tar paper with pitch between each two layers, a wall of single brick with concrete 1″ thick and a lining of mosaic tile. A pool of this construction 21′ x 60′ with a depth varying from 4′ to 8′ was built in Brookline, Mass. in 1914 at a cost of $7,150.

Concrete work, including walls around pool	$3,000
Waterproofing	300
Lining	2,000
Heating the water by use of feed water heater	500
Plumbing	350
Filtration system	1,000

Considerations to Be Kept in Mind in Constructing an Indoor Pool

Inlets and outlets must be sufficiently large. Supply pipes must be large enough to permit of the satisfactory use of all showers at one time.

All radiators must be raised or elevated.

Special attention should be paid to the location of electric switches.

Shower bath handles should not be flexible.

The filtration and heating plant should have a capacity which will permit of emptying, cleaning, and refilling the pool in one night.

The use of alum in filters is desirable but precautions should be taken against over-amount as it makes the water murky and causes the eyes to smart.

If the pool is to be used by women and girls there should be a hair-drying room.

A bubbler fountain should be installed in the pool room.

The walk around the pool should be left rough enough to prevent slipping when it is wet.

FORWARD STEPS IN RECREATION IN ILLINOIS

Sidney A. Teller, Formerly Director, Stanford Park, Chicago, Illinois

Four bills passed by the last legislature, the 49th General Assembly are of great importance and value to every city in Illinois and the United States, in the promotion of play and recreation. Copies of these bills can be obtained from the Secretary of State, Springfield, Illinois.

Senate Bill No. 401, "an act to provide for physical training in the public and all normal schools." This bill is commonly known as the "Compulsory Physical Education" law, and states it shall be the duty of all school boards or institutions where children are taught, which are supported wholly or partly by public funds, to provide for at least one hour of physical education and training, each week during the whole school year, in all the grades. This will further provide that the curriculum of all normal schools of the state shall contain a regular course of physical education and training for the students. Physical education includes and will lead to games, contests, better school ventilation, better school yards, school gardens, school playgrounds.

Senate Bill No. 221, commonly known as the "School Social Center" Bill, enlarges the powers of all school boards along some sixteen definite lines. The ones in which we are interested are as follows:

Section seven—To appropriate funds for the purchase of libraries and apparatus, after the provision has been made for the payment of all necessary school expenses.

Section ten—To have the control and supervision of all public schoolhouses in their district, and to grant the temporary use

of them, when not occupied by schools, for religious meetings and Sunday schools, for evening schools and literary societies, and for such meetings as the directors may deem proper. To grant the use of assembly halls and class rooms when not otherwise needed, including light, heat and attendants, for public lectures, concerts, and other educational and social interests under such provisions and control as they may see fit to impose, to conduct or provide for the conducting of recreational social and civic activities in the school buildings under their control.

Section thirteen—To furnish each school with a flag and a staff, as provided by law.

Section sixteen—To establish kindergartens for the instruction of children between the ages of four and six years, if in their judgment the public interest requires it, and to pay the necessary expense of the same out of the school funds of the district; provided, that no one shall be employed to teach in a kindergarten who does not hold a kindergarten certificate as provided by law.

Before the passage of this law, those who were interested in the wider use of the schoolhouse for social, civic and recreation purposes, were repeatedly told by the board of education that they would be very glad to open up the schoolhouse but that they lacked authority for so doing. This bill now gives the authority and any community that wants to use the little red schoolhouse or the great big new consolidated high school can do so. We expect now to see the American flag flying on every Illinois schoolhouse the symbol of the larger liberty and larger education, possible inside of the school. We want every schoolhouse to be the community center, the civic center, the social center, the recreation center of its district. We all want to go to school again, but this time along the lines of community education.

Senate Bill No. 452. This act authorizes cities and villages having a population of less than 50,000 to maintain by taxation public parks. For this purpose the governing board of the city or village, after a favorable or majority referendum vote, can levy an annual tax up to three mills. The proposition may be put before the people in two different ways. The governing group can pass the ordinance and then submit it to the people, or if the board does not act and the people wish, upon petition of voters equal to at least one percent of the number of votes cast at the last preceding election, the election officers must submit the proposition to the people. With such a bill, any village or smaller city can have

its town square, city park, large athletic fields, places of natural and historic value. Experience has shown that if a town has the opportunity and power to buy the land, the improvement and use of it follow very quickly, thus making for more beautiful towns, civic pride, better recreation and better community spirit.

House Bill No. 63. "An act to provide for the acquisition, equipment, conduct and maintenance of public playgrounds in and by cities having a population of less than 150,000." In most communities, the value of a playground has to be demonstrated by an experiment through private effort before it is taken over by the municipality. Women's clubs and civic organizations are glad to support a playground for a season or year, but do not want to carry eternally a burden which should be supported by public funds. The Playground Bill provides the way, after the experimental stage, of letting the people decide whether or not they want public playgrounds. A petition by two percent of the voters compels the submission of the proposition or propositions to the people. A majority vote carries the desire into a fact, and a "playground tax" not to exceed two mills can be levied annually for the purpose mentioned in the bill. These monies cannot be used for any other purpose, and cannot be scaled down under any existing law. In addition to making provision for expert supervision, the bill further states:

Section 4—"Such playgrounds, shall in the discretion of the playground board or boards, be filled with suitable appliances and instrumentalities, games and exercises; and shall be so conducted as to be most conducive to the moral, intellectual, and physical welfare of the children using the same; and their use shall be free under such rules and regulations as will best enable the largest number of users to receive substantial benefit therefrom."

We are happy to report that since the passage of this bill, two cities have already favorably passed on such a referendum measure and public funds are being used for this public need.

With four bills such as are described above, any and every community in Illinois can take a step forward in public recreation bring physical education and play to every child, wholesome recreation to every adult, and a system of parks, playgrounds and recreation centers to every community. Build good roads, of course, but let these roads pass playgrounds instead of reform schools, pass parks instead of tuberculosis sanatoria, pass recreation centers instead of jails, poorhouses, and insane asylums.

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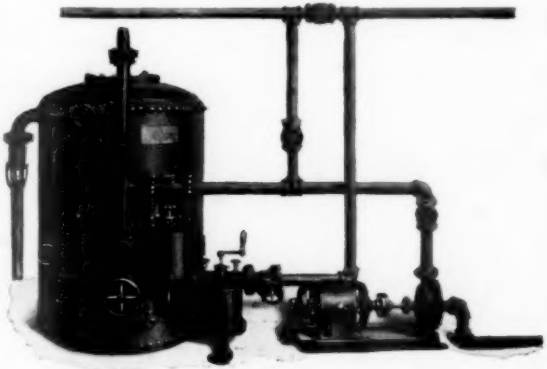

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BOOK REVIEWS

FOLK DANCES FOR YOUNG PEOPLE

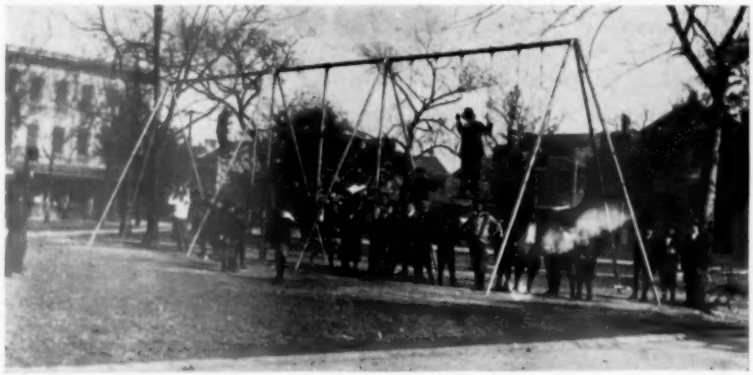
By Cecilia Van Cleve. Published by Milton Bradley Company, Springfield, Massachusetts. Price, $2.00

Ninety-four dances of Scandinavian origin are given, with words and music. The illustrations were posed by Swedish children, under the direction of Professor O. Helgren, member of the faculty of the college at Naas, Sweden.

THE VICTOR IN RURAL SCHOOLS

Issued by the Educational Department, Victor Talking Machine Company, Camden, New Jersey

A "Dedicatory" by P. P. Claxton and a "Foreword" by Frances Elliott Clark introduce two stories of thrilling human interest from rural school teachers in Idaho and Georgia who have found good music a new and inspiring addition to the curriculum. A suggested list of records with introductory material for each completes the pamphlet.



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COMMUNITY CENTER ACTIVITIES

By Clarence Arthur Perry. Published by the Department of Recreation, Russell Sage Foundation, New York City. Price, thirty-five cents

A real service has been rendered the recreation movement by Mr. Perry in providing so compact and complete a handbook for easy reference. A very imposing array of possibilities confronts the reader, calculated to inspire to greater zeal and more effective use of both space and time. Activities which may be carried on in various types of school rooms, kindergartens, class rooms, assembly, corridor– suggest that no space need be wasted. The various activities are then described more in detail with a sufficiently complete reference to books most useful in each phase of the center's work. Sample programs, showing what has actually been done, raise mute voices advocating "full steam ahead."

THE FIRST COUNTY PARK SYSTEM

By Frederick W. Kelsey. Published by J. S. Ogilvie Publishing Company, 57 Rose Street, New York

The vice-president of the original commission of the Essex County parks of New Jersey traces the inception and development of this system, 'one of the largest, and the initial county park system of this country." Pages of ethical principles might be written from the simple story of the contrast between high-minded devotion and political self-seeking. The author gives his facts. He who runs may read.

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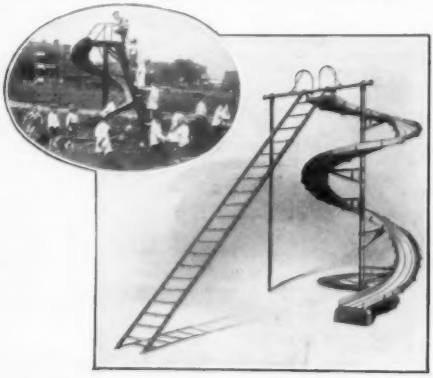

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By Frances Gillespey Wickes. Published by The Macmillan Company, New York City. Price, seventy-five cents

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GRUMBLING

Charles H. Grasty

(From the New York Times, Wednesday, Feb. 14th, 1917)

London, Feb. 3. - My friend, the crippled Coldstream Guardsman, who is the Prime Minister's doorman, agreed with me that the frost was quite record-breaking for England, and that the trenches across the Channel were no place for a lover of comfort. "But," said he, "it's luxury compared with what it will be two or three weeks from now when the thaw comes. There's no way to drain the water out of the trenches and you've got to stand in it, almost sleep in it. There are almost three feet of it; your boots are full of it. When at last you pull them off unless you mind your eye some of your toes come off with them. When staying in the trench is like that, you don't have to be told twice to go over the top. There's a sort of warmth in shrapnel and Fritz-hunting does make your blood circulate a bit."

That is talk with a sporting flavor. The point of view of men bred at games is bound to be a sporting one. England is a social aristocracy but it is a sporting as well as a political democracy. The Olympians of society are not above taking on a team of plumbers and shoemakers for a game of cricket. This war has shown that game-playing in peace time has put something very fine into the English Tommy in war time.

American readers will have had the story of the seventeen-year-old Jacky from the Laurentic not yet thawed out from hours on a Winter sea in an open boat, clad only in shirt and a pair of breeches, walking into the public room of the tavern to which survivors were brought, and instantly taking possession of the piano upon which he gayly thrummed the war tune: "Pack your troubles in your old kit bag and smile, smile, smile." The rest of the survivors crowded round and joined in the singing. When the cigarettes were being passed a Tommy who was present said: "No, sir! None for us, please! This is Jack's day."

While the men who are suffering the hardships are taking them lightly, the stay-at-homes make the row. These latter have never been "blooded" as the gallant chaps in the field have, and many of them keep up a constant grumble at the inconveniences that war brings in its train. My fruiterer is a well-fed, prosperous man. He happens to live in a flat across the street from my own. In his grate there blazes a cheerful fire and he and his family live in comfort. But he poisons the fruit which I buy from him with his hardluck story of the effect of the war upon importation and sale of his particular commodity. Be assured, however, that he passes all inconveniences on to the customer in increased prices.

The grumbling of those who are pricked, without being lamed, by war, produces some of the commotion that often passes for public opinion.